



## Outdoor Environments for Children and Youth MP0006, 10311.2526

15 Hp

Pace of study = 50%

Education cycle = Advanced

Course leader = Amanda Gabriel

### Evaluation report

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**Evaluation period: 2026-01-11 - 2026-02-01**

Answers 16

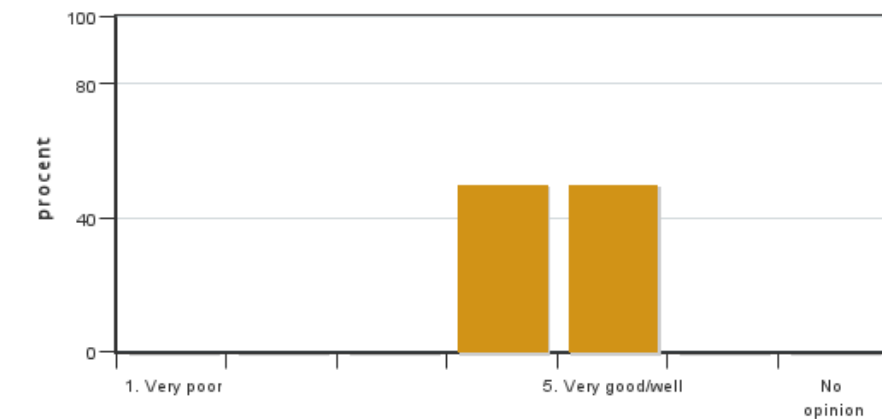
Number of students 31

Answer frequency 51 %

### Mandatory standard questions

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#### 1. My overall impression of the course is:



Answers: 16

Medel: 4,5

Median: 4

1: 0

2: 0

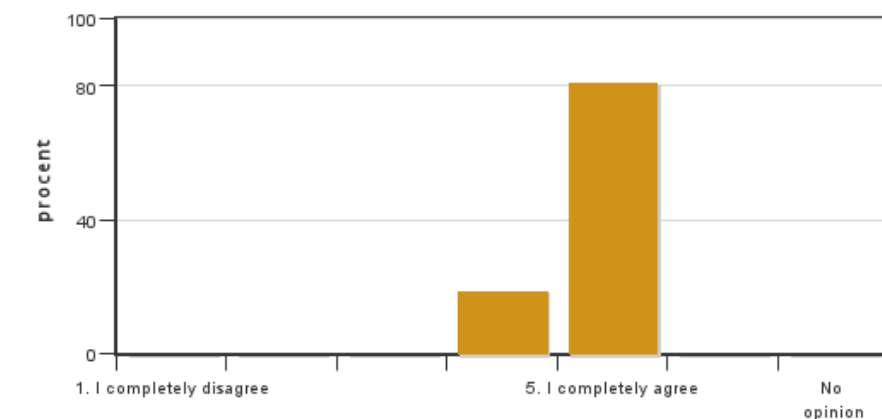
3: 0

4: 8

5: 8

No opinion: 0

#### 2. I found the course content to have clear links to the learning objectives of the course.



Answers: 16

Medel: 4,8

Median: 5

1: 0

2: 0

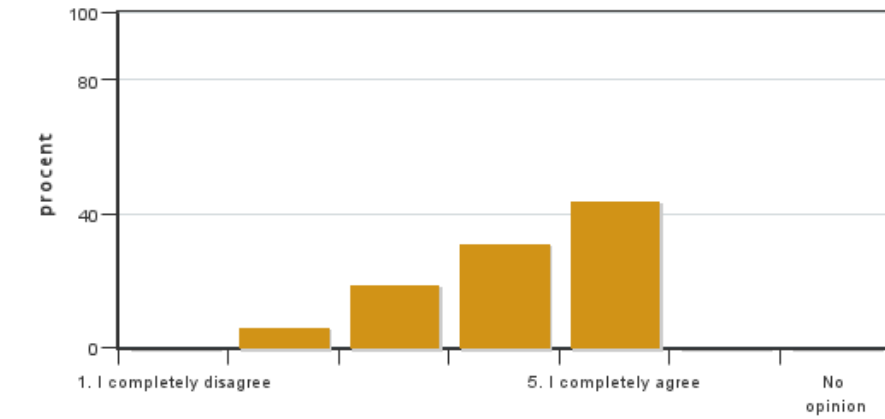
3: 0

4: 3

5: 13

No opinion: 0

**3. My prior knowledge was sufficient for me to benefit from the course.**

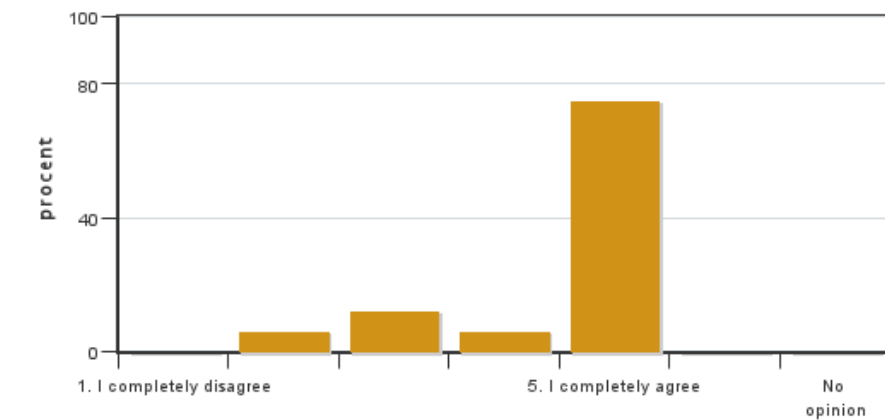


Answers: 16  
 Medel: 4,1  
 Median: 4

1: 0  
 2: 1  
 3: 3  
 4: 5  
 5: 7

No opinion: 0

**4. The information about the course was easily accessible.**

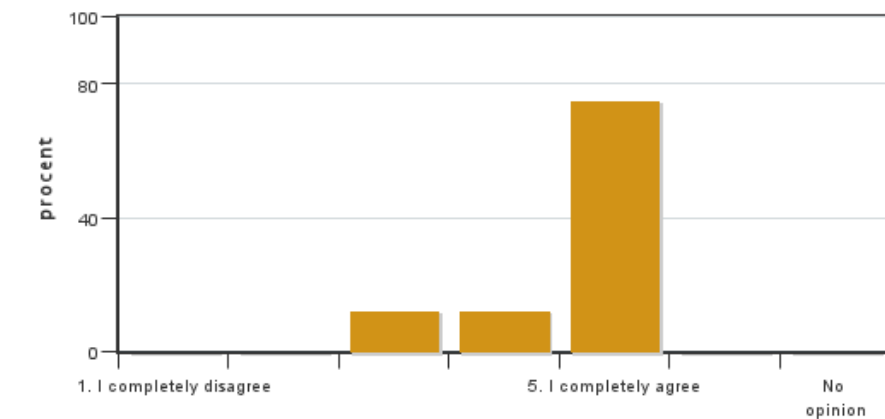


Answers: 16  
 Medel: 4,5  
 Median: 5

1: 0  
 2: 1  
 3: 2  
 4: 1  
 5: 12

No opinion: 0

**5. The various course components (lectures, course literature, exercises etc.) have supported my learning.**

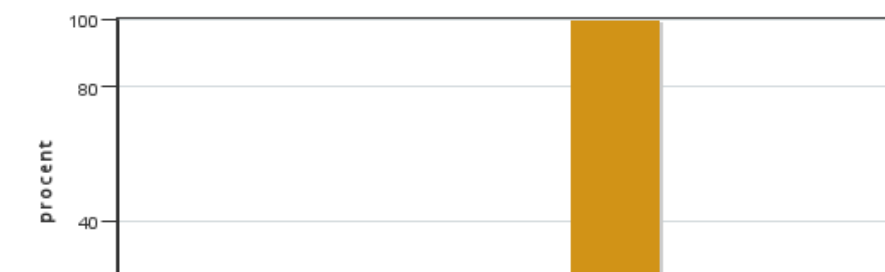


Answers: 16  
 Medel: 4,6  
 Median: 5

1: 0  
 2: 0  
 3: 2  
 4: 2  
 5: 12

No opinion: 0

**6. The social learning environment has been inclusive, respecting differences of opinion.**



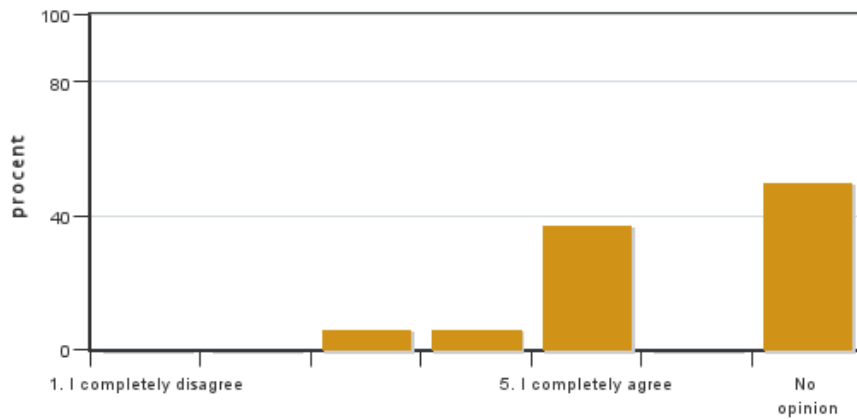
Answers: 16  
 Medel: 5,0  
 Median: 5

1: 0  
 2: 0  
 3: 0  
 4: 0  
 5: 16



No opinion: 0

**7. The physical learning environment (facilities, equipment etc.) has been satisfactory.**



Answers: 16

Medel: 4,6

Median: 5

1: 0

2: 0

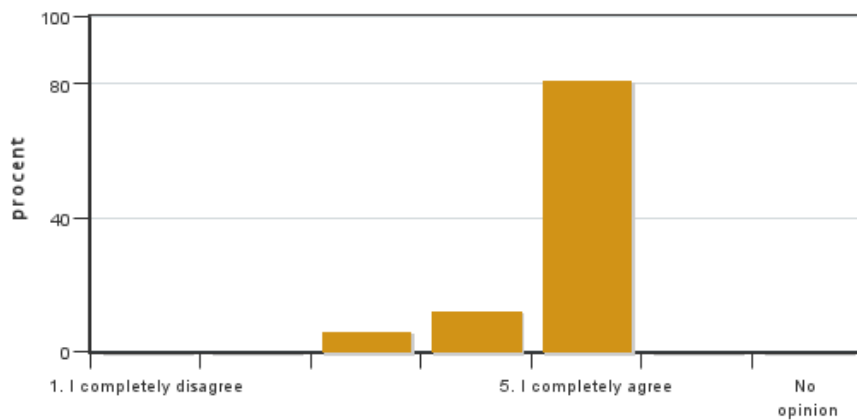
3: 1

4: 1

5: 6

No opinion: 8

**8. The examination(s) provided opportunity to demonstrate what I had learnt during the course (see the learning objectives).**



Answers: 16

Medel: 4,8

Median: 5

1: 0

2: 0

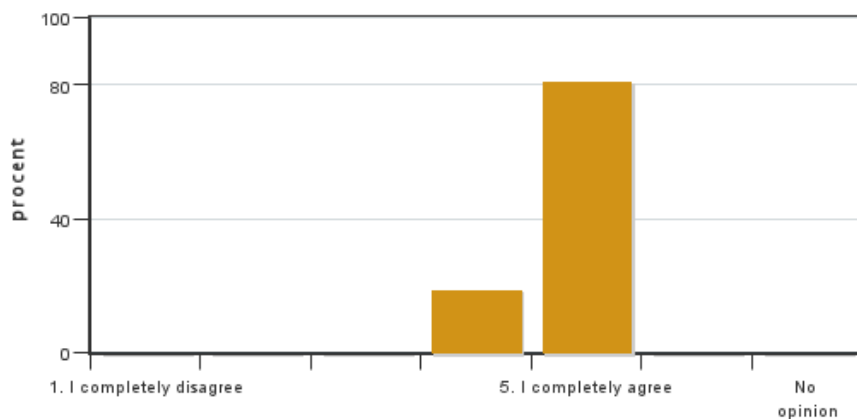
3: 1

4: 2

5: 13

No opinion: 0

**9. The course covered the sustainable development aspect (environmental, social and/or financial sustainability).**



Answers: 16

Medel: 4,8

Median: 5

1: 0

2: 0

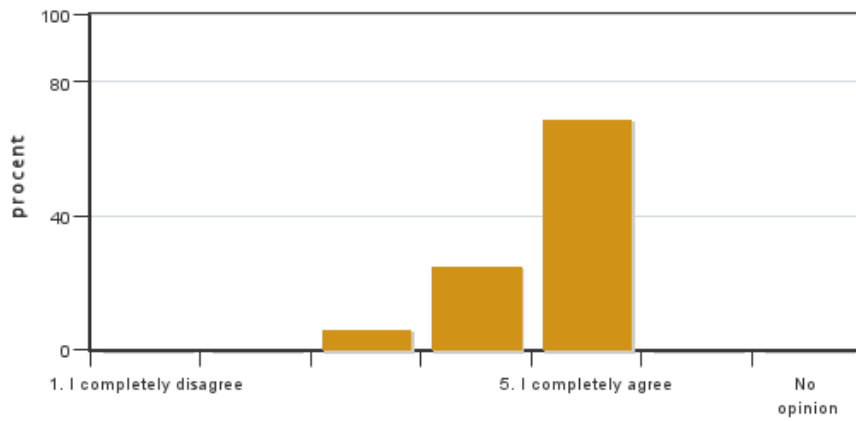
3: 0

4: 3

5: 13

No opinion: 0

**10. I believe the course has included a gender and equality aspect, regarding content as well as teaching practices (e.g. perspective on the subject, reading list, allocation of speaking time and the use of master suppression techniques).**

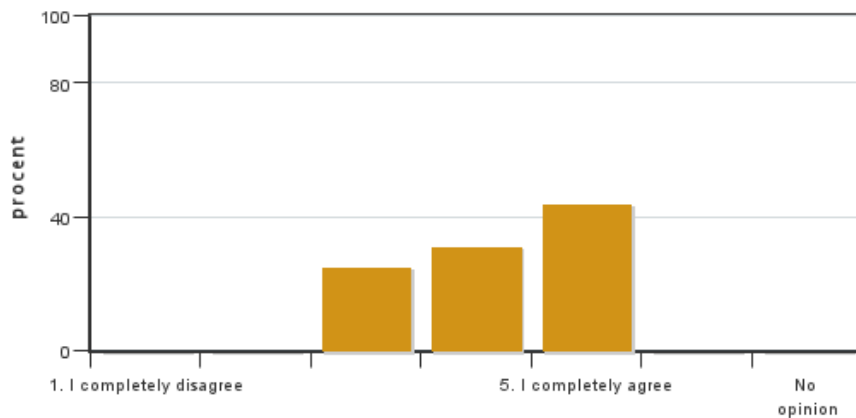


Answers: 16  
 Medel: 4,6  
 Median: 5

1: 0  
 2: 0  
 3: 1  
 4: 4  
 5: 11

No opinion: 0

**11. The course covered international perspectives.**

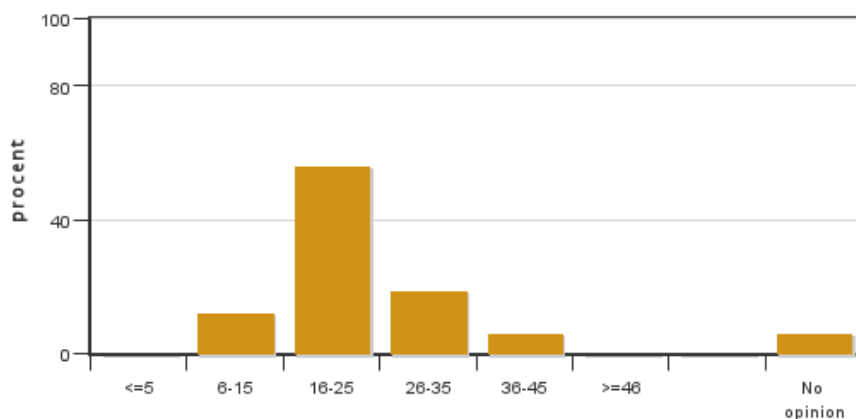


Answers: 16  
 Medel: 4,2  
 Median: 4

1: 0  
 2: 0  
 3: 4  
 4: 5  
 5: 7

No opinion: 0

**12. On average, I have spent ... hours/week on the course (including timetabled hours).**

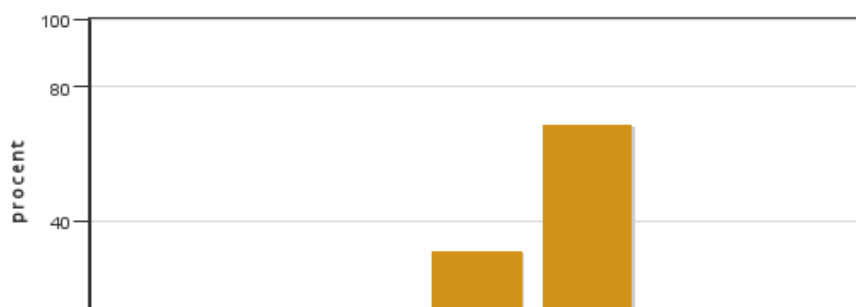


Answers: 16  
 Medel: 22,0  
 Median: 16-25

≤5: 0  
 6-15: 2  
 16-25: 9  
 26-35: 3  
 36-45: 1  
 ≥46: 0

No opinion: 1

**13. If relevant, what is your overall experience of participating in all or part of your course online?**



Answers: 16  
 Medel: 4,7  
 Median: 5

1: 0  
 2: 0  
 3: 0  
 4: 5  
 5: 11

No opinion: 0



**14. If relevant, please share what worked well when participating in teaching on distance**

**15. If relevant, please share what worked less well when participating in teaching on distance**

## Course leaders comments

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Overall, students rate this course very positively, with a clear alignment between course content and learning objectives. The course was experienced as well planned, structured, and carefully managed. Students repeatedly highlighted the lectures and course literature as engaging, diverse, and intellectually stimulating.

Many expressed that they gained relevant knowledge directly applicable to their future professional work, particularly within outdoor environments, educational settings, and child-focused planning contexts. The interdisciplinary composition of the student group was also seen as a strength. The social dimension of group work and discussions was highly valued, even though the course was online, and students were able to exchange perspectives and learn from peers with different academic and professional backgrounds.

At the same time, several areas for development were identified. The pacing of the course was frequently mentioned, particularly in relation to Assessment 3. Many students experienced limited time for this assignment, especially for the application of analytical tools. In contrast, Assessment 1 was perceived as having comparatively generous time allocation. Several students suggested extending the timeframe for Assessment 3 and introducing an additional seminar or structured group session specifically dedicated to this task.

The longer study days, combining multiple lectures and seminars, were described as demanding, making it difficult to fully process the material. The course schedule was also mentioned as challenging at times, as changes occurred and some time slots were not sufficiently clear.

For future iterations, adjustments will be considered in the distribution of time between assignments, as well as clearer scheduling and pacing. Additional supervision and structured support sessions will be introduced, particularly in relation to Assessment 3 and tool application. Furthermore, stronger and more explicit integration of the landscape architecture perspective will be ensured through targeted lectures and expanded supervision within that domain. Further, we will explore the possibility to have more days of the course, to diminish the quantity of long days.

So the next course should prioritise refining assignment design, and ensuring a sustainable balance between ambition and workload for both students and teaching staff. The goal is to maintain the high academic quality while improving pacing, transparency, and support.

## Student representatives comments

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Overall, students rate this course very positively, with clear link to learning objectives. This course was experienced as very well planned, structured, and managed. Students have repeatedly highlighted how interesting and diverse lectures and course literature were. Moreover students felt that they gained relevant knowledge that was directly applicable to their future work, particularly in outdoor and educational contexts. Another highly valued aspect was social aspect of group work and discussion. Students mentioned that they were able to get different perspectives and share their knowledge, especially good since we got people coming from different backgrounds. This was executed really well for online course.

Other feedback for digital aspects was overall positive, mentioning that links always worked and it was easy and fast to get answers from teachers.

Some areas for improvement that students often mentioned were pacing and lack of extra time for assessment 3, especially regarding tools application. The longer study days, with multiple lectures and seminars, were described as demanding and difficult to fully process. Several students felt that there was insufficient time for Assessment 3, while the first assessment was given more time than necessary. For Assessment 3 specifically, students suggested allocating more time and possibly introducing a dedicated group session or seminar focused on this assignment. The course schedule was also raised as a challenge, as it changed frequently and was sometimes difficult to read due to unclear time slots.

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Kontakta support: [support@slu.se](mailto:support@slu.se) - 018-67 6600